

Vocabulary 5 Day Schedule

Prior to Day 1

- Select book to read aloud.
- Pre-read book or upcoming chapters.
- Make a list of words that are grade appropriate for meaning of context.
- Write each word on a card or on the board.
- Consider how to explain each of the words in student friendly definitions.

Day 1 – (10-15 minutes)

- Read aloud and introduce the words.
- Introduce the words as they arise in the read aloud.
- Pause to discuss the student friendly definition.
- Then continue reading the selection.
- Review all the new words for the week when the selection is finished.

Primary Differentiation: Teachers can designate a spot in their room for a vocabulary display that is interchangeable from week to week.

Intermediate Differentiation: Teachers can have students write the word and student friendly definition in a notebook, which students can use to study for activities and assessment later in the week.

Day 2 – (10-15 minutes)

- Review the definitions and give examples in other contexts.
- Follow up activity for scaffolding. (See Appendix A)

Day 3 – (10-15 minutes)

- Review the definitions and give examples in other contexts.
- Follow up activity for scaffolding. (See Appendix A)

Day 4 – (10-15 minutes)

- Review the definitions and give examples in other contexts.
- Follow up activity for scaffolding. (See Appendix A)

Day 5 – Assessment (10-15 minutes)

- See Appendix B for possible assessment ideas

Ways to Maintain Attention to New Words

- Classroom Dictionary
- Sets of index cards – 1 word per card – more flexible for word sorts
- Daily Routine – work words in daily across the curriculum
- Pictures – Challenge students to write a sentence that describes the picture using a vocabulary word.
- Word Lists
- Word Wizard - Look for words outside of school. This makes words real.
- In the Media – Find challenging words outside of school (i.e. video games, websites, etc.)

Appendix A – See Tool Kit for Specific Activities

Activities for Days 2-4

- Example/Non-example
- Word associations
- Generating situations, context, and examples
- Word relationships
- Writing
- Returning to the story context
- Puzzles

Appendix B

Assessment – Day 5

- Multiple Choice/Example vs. Non-example
 - Test Example:

Mention

Our neighbors once told us that they had lived in Florida.

Our neighbors are always talking about when they lived in Florida.

- True/False
 - Test Example:
1. Mayhem – student writes Yes or No (☺ or ☹) to the statements and questions below.

	Creating mayhem could land you in jail.
	Mayhem is what you might experience at an overcrowded rock concert or a day after Thanksgiving sale.
	Does mayhem mean a violent and rowdy disturbance?
	Does mayhem mean to kids squabbling over a ball at recess?

- Fill in the blank
- Any instructional activity from Appendix A can also be used in an assessment format.